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AUTHOR Hughes, John F.
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ABSTRACT

The needs and deficiencies of institutions for neglected and delinquent children are elaborated. Limited staff and resources preclude the provision of the special instruction and services needed for this youthful population. This report explains the 1966 Title I amendment, under which children living in state and local institutions became eligible for improved counseling services, testing programs and instructional materials. An overview of many of the resultant projects is provided. Most were 10 week summer projects which, for a variety of reasons, were difficult to evaluate. In general, accomplishments are stated to have reached beyoud academic gains, though the chief accomplishment was raising the level of educational programs in the participating institutions. Selected reviews of some of the projects are quite explicit and point up both their diversity and innovativeness. (TL)

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TITLE I ESEA
IN INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

John F. Hughes, Director
Division of Compensatory Education

U.S. Department of Health, Education, and Welfare
Wilbur J. Cohen, Secretary

Office of Education
Harold Howe II, Commissioner

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CONTENTS

	Page
The Children	1
The Amendment	2
The Projects	3
The Results	4
Projects in Review	5
Reduction of Class Size	6
Small-Group Learning	7
Learning One to One	8
Programed Instruction	9
Independent Study	10
Participation in Planning	11
Equipment to Individualize Instruction	13
New Staff and Staffing Patterns	15
Teacher Training	15
Additional Qualified Staff	17
Teacher and Clerical Aides	19
A New Atmosphere of Experimentation	20
Individual Attention Through Testing and Counseling	21
Diversity of Programs	23
Table	26

TITLE I ESEA
IN INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

The Children

Nearly 105,500 American children and youth live in institutions for the neglected and delinquent. They live there because their families or the courts have sent them; they have no place else to go and no one to care for them. They are removed from family and open society. Some stand on the threshhold of crime.

Every child committed to an institution brings with him his own background of failure, a composite of the failures of those responsible for his well-being: Parents, school, and society. The institutions are charged with the task of overcoming these failures. In an atmosphere devoid of family warmth and support, institution personnel must provide for the child, foster his individuality, educate and train and rehabilitate him. It is an immense task.

Administrators of institutions for neglected and delinquent children recognize this responsibility. In reports to the U.S. Office of Education, they named it first of the two major objectives for new educational programs:

* improving the youngsters' attitudes toward themselves and society; building up their self-esteem and self-confidence so that they will be more receptive to instruction and counsel; and
* improving the youngsters' competencies in language arts and basic academic skills and providing more meaningful vocational training.

But they say that staffs and resources are often inadequate to provide the special instruction and services these children require. To do so they urgently need:

* improved services in guidance and counseling
* better testing programs using special instruments appropriate for institutionalized children
* new and varied instructional materials
* well-qualified teachers and supportive staff.

The Amendment

To achieve these goals, Title I was amended by Public Law 89-750 on Nov. 3, 1966--to make eligible those neglected and delinquent children living in State and local institutions. More than 25 percent ($2.2 million) of the authorization for fiscal year 1967 was earmarked for educational projects in State-operated institutions; the remaining 75 percent (approximately $9 million) was to go to those operated locally.

By the end of the first year, projects initiated under the Title I amendment directly and indirectly affected all of the children in 70 percent of the eligible institutions.

Almost 60 percent of the total expenditures by State-operated institutions was for instructional services and about 30 percent was for equipment. The equipment figure, though high, is not surprising, for it reflects the depressed state of many institutions at the start of the program. Once these participants have obtained badly needed equipment,

they likely will not repeat the large expenditures for such materials.

The Projects

Literally hundreds of differing activities can be cited as examples of how State and local agencies tried to meet the objectives they had set. Evaluation reports reveal that a substantial number of project planners experimented on a broad scale to seek innovative and effective approaches to remodeling their educational programs. Most activities, however, concentrated on remedial reading, work in basic skills, counseling, field trips, arts and crafts, cultural enrichment, and vocational training. Significantly, the reports focused attention more on the techniques used than on the topical activities.

Most projects sought to provide instruction tailored, as much as possible, to the needs and abilities of each child. Such individualized instruction replaces the insensitive approach which has so long prevailed in institutional education. Individual and small-group tutoring, team teaching, supportive services of clerical and teacher aides, teacher-prepared diagnostic testing, use of carefully selected and newly acquired visual aids and equipment--all contributed to more effective teaching. Teachers were encouraged and motivated. Warmer, more personal relationships developed between teachers and pupils.

Through these close relationships and personal attention, institution staffs found it much easier to stimulate attitude changes in the youngsters. Once their interests had been aroused, they were ready to learn. Schoolwork

became exciting, and as the students learned more, they achieved more, performed better on tests, and became even more enthusiastic about their studies. Accomplishments like this, enabling a child to succeed and to develop a positive self-image, are harder to validate than learning gains; yet they are often immeasurably more important.

The Results

Because of the problems of documenting academic and vocational achievement in projects for institutionalized youth, we cannot make a definite statement about student gains.

There are several reasons for this. P.L. 89-750 was passed by Congress in November 1966, already well into the fiscal year 1967 and the academic year 1966-67. Funds were not appropriated until February, and it was not until April that States could suballocate monies to the institutions. The projects discussed in this report averaged only 10 weeks in length. In essence, the first year of this program was devoted to summer activities.

Projects had to be planned hastily; staff was difficult to obtain; and materials and equipment were late in arriving.

Similar problems hindered evaluation efforts. Administrators had little time in which to give pretests and posttests; they lacked qualified personnel to administer the tests; and they did not have test instruments that could measure accurately the particular deficiencies of these children.

On the other hand, it would be wrong to imply that there were no State and local institutions that could report objective gains. Among the State and local evaluations are statements indicating conclusively that youngsters had achieved. Given a full year of project operation, there is little doubt that student achievement could be fully and objectively documented.

Using subjective criteria, administrators of State and local institutions observed significant, even remarkable, changes in many children--the result, in large part, of Title I projects. Officials in one institution, for example, reported that a chronic runaway had made no attempt to leave the institution that summer. They asked her why. Her reply: "I was too busy to work it into my schedule."

Overall, then, the accomplishments of Title I in institutions for neglected and delinquent children have reached beyond academic gains. Perhaps the chief accomplishment of Title I has been to raise the educational programs of these institutions. With additional funds, administrators have been able to expand their educational activities; to hire more teachers and clerical and guidance personnel; and to introduce new teaching techniques, new equipment, and new concepts into the classrooms.

Projects in Review

Many new--and often much-needed--educational activities were made available to children confined to the institutions. These have been described by the various State and local agencies in their first-year reports

of Title I. A selection, showing the diversity of the projects and the many new areas of emphasis, follows.

Reduction of Class Size

The Iowa Training School for Boys at Eldora reduced its classes to 10 students per teacher. At the same time, it established self-contained classrooms in which each student remains for a 4-hour period.

"This class size reduction," according to Eldora personnel, "permits more individualization of instruction. . . .It also has the effect of the student and teacher getting to know each other with a side result that for the first time, many of the students have the opportunity to associate with a masculine image...."

The report continued: "When 25 delinquent boys gather in a 1-hour program, they don't have to accept as much responsibility for their behavior or academic performance. This is because of the number involved. It gives an individual a chance to 'lose' himself in this group. Under our present program, the boys realize that refusal to accept responsibility for their actions will not slip by, and the instructor can constantly confront them with their inadequate behavior."

Under a plan at Starr Commonwealth for Boys in Albion, Mich., class size was cut to 11 students per teacher. This is how the report said it worked: "In one class, one student might be working on multiplication while another student would be working on algebra or still another area of mathematics. This proved to be most worthy and successful. . . because

many types of needs can be met on a more individual basis. Individual differences can be dealt with."

Small-Group Learning

The availability of funds for additional staff also allowed institutions to place youngsters in small groups focusing on individual problems.

Boles Home Common District in Quinlan, Tex., was able to "start each child at his own ability level in a basic skill program without regard to grade placement. By starting each child with a group of similar ability," the report states, "we are helping him to overcome a feeling of inadequacy and improve his self-image."

Freeport School District in Chicago provided small-group and individual counseling by teachers and aides daily. Students, assigned to small groups, ate their meals together and spent their morning in group counseling and independent study. The manner in which each group approached counseling and independent study depended upon the needs and desires of the individuals within the group.

"A need for individual attention, a chance to talk confidentially to a sympathetic adult, and nonpressured, unhurried learning experiences related to pupils' interests" moved Marion Community School personnel in Marion, Ind., to implement a summer program which maintained a five to one pupil-teacher ratio. Besides inschool activities, youngsters were treated to cookouts, trips out of town, and a variety of other experiences with the community.

Kansas State institutional programs featured vocal music classes where the "primary emphasis was the active participation of each boy and girl." They reported: "Small groups and ensembles allowed students with above-average interest and latent talent the opportunity to develop to a greater extent. To help round out the cultural enrichment of students, trips were taken to musical events and band concerts. Recordings of all mediums of music were made available for use during leisure time."

North Carolina used a number of approaches to bring individual attention to each of their students. Six boys participated in a new course in small-business management. The program featured work in building and maintaining inventory, keeping books, display, and salesmanship. Each boy also worked 1 day per week in a local retail store under the supervision of an experienced salesman.

Learning One to One

Many new programs focused even more sharply upon the individual child, providing a one to one learning situation. This proved most effective.

Iowa programs for neglected children from preschool through third grade provided a one to one ratio that, according to the report, "helped draw out the student and allow the teacher to concentrate on the areas the student needed most."

In the Anne Wittenmyer Home in Davenport, Iowa, students met individually with a well-trained teacher for periods ranging from 30 minutes to 1 hour each day. Together, they concentrated on areas in which the

children needed the most help--getting along with others, or basic academic studies. "These children came willingly," staff members wrote, "did their assigned tasks, worked hard, and offered no behavior problems or substandard attitudes of any type."

A reading instructor at Morgan Hill, Calif., Boys Ranch II School worked with individual boys 2 hours per week over and above the regular school program. Teachers were trained at weekend workshops by reading specialists.

At the Minnesota State Training School at Red Wing, a unique program gave 40 boys aged 16 to 18 years, but 2 to 3 years retarded in reading, an opportunity to tutor 40 other youngsters with more serious reading problems. The tutors were paid on a sliding scale and averaged about $1 an hour. The other youngsters were rewarded for improvements in reading skills by off-ground outings, treats, and small allowances--all paid out of local funds. Reading improvements were registered by both tutors and students.

Programed Instruction

Programed instruction, although well known to the public schools, is a relatively new development to State institutions.

Officials of the Illinois State Training School for Girls at Geneva introduced programed instruction under Title I and cited it as an "innovative project." They implemented an educational reading laboratory featuring a "sequential program of materials geared for heterogeneous grouping." The materials encompass a number of ways for teaching basic reading skills--one

of which is the laboratory learning approach to developing visual perception and awareness.

Their description of the laboratory and the benefits it afforded students and staff is similar to that of several other State and local programs:

> . . . The student involved can check her own answers, set up her own program, and actually teach and run the equipment by herself. Of course, the teacher is aiding the student in many ways--checking the accuracy of her responses, seeing if she is correctly recording her daily progress. . . . However, since the student is depending largely upon her own efforts, the teacher's time is released for, say, checking the other people who are having problems in other areas such as reading comprehension and speed.
>
> EDL (the Education Development Laboratory) is set up so that a variety of reading activities can go on at the same time in the same room. There is some common class activity. . .but, for the main, independent activity is the key. . . .
>
> The EDL program offers a way of instruction that emphasizes organic and common traits, and yet allows for the differences of proficiency that are always found. The EDL teacher can provide a sequential program for each individual student: He can provide for the common good and at the same time aid the individual. Since the EDL Reading Lab is being used at Illinois State Training School for Girls solely as a tool in remedial reading, the differences between individuals are not so great and thus "sequentializing" the curriculum is facilitated. A student can come into the classroom in mid-April and can leave in July having had a tight-knit instructional program that offered a series of exercises and drills that were sequential in depth and purpose. Some of the slapdash and some of the educational chaos is thus removed from the student's life.

Independent Study

A number of institutions say that Title I offered them an opportunity to implement independent study programs. These institutions believe that by

letting students follow their interests they grow according to their abilities and desires and, at the same time, are genuinely motivated to participate.

In the Freeport School District in Chicago, the students were allowed to study in any location they wished. Areas of general enrichment or remediation were open to them, and the choice was "dependent solely on the interests and needs of the student." Each teacher worked with a maximum of 10 students and was assisted by a nonprofessional aide.

Blue Mountain Boys' Home in Walla Walla, Wash., emphasized independent study through a daily study hour. A variety of activities were made available under the direction of a child-care staff and with the assistance of 15 college student volunteers. Programs in remedial mathematics and woodworking also emphasized independent activities.

Participation in Planning

The participation of students in the actual planning and implementation of activities was cited by numerous State and local agencies as an effective aspect of their Title I programs.

Special School District #3, Duluth, Minn., reported that a group of institutionalized girls actually planned their own learning activities. "These girls functioned in the decision-making process of arriving at a common educational goal, became active participants during the activities, and were able to make verbal assessment in terms of the changes in behavior," the report stated.

The program at the Rhode Island Training School for Boys also was guided by teacher-pupil planning. "Our point and purpose was simply to allow the boys the room and freedom to express themselves. . . to develop a feeling that the boys themselves and what they thought and talked about were indeed important. . . ."

Pennsylvania and Connecticut State institutional programs, too, permitted students to participate in planning activities. In Pennsylvania, Harbor Creek Township "allowed their activities to stem from student interest in the cultural enrichment areas," and the Youth Development Center at Oakdale provided students with an advisor who could "explore the implications of a student's decision, the range of alternatives available to him, the nature of the school and its curriculum, and the role the student plays in determining and creating his own curriculum. This person, as the school's agent," they added, "is the key to the student's developing enough trust that a school and its programs can give him something that is meaningful and important. . . ."

The Connecticut School for Boys at Meriden noted that "two activities planned and carried out exclusively by the boys at the school were equally successful. One activity was a carnival and physical skill type program open to all boys in the school. The second was a coffeehouse party to which all staff members of the school were invited as well as many older boys who were not involved in the program." In summing up the most successful aspects of the State-sponsored programs, the school's director concluded that "it was most interesting to note that four of the five project evaluations gave

indications that success was greater where the students played an active role in planning or making decisions about program activities."

In addition to allowing students to plan both classroom and extra curricular activities, a number of agencies made arrangements for their students to accept summer employment.

At the Tennessee Preparatory School in Nashville, a Neighborhood Youth Corps program employed 89 youngsters. This employment enabled the boys to "become more self-sustaining and develop a genuine feeling of identity." The school found other employment for 91 more students--for a total of 152 full-time and 28 part-time jobs. Project personnel helped the students plan their budgets, establish savings accounts, and shop.

Equipment to Individualize Instruction

State and local institutions for the neglected and delinquent consider the ability to purchase a variety of sophisticated equipment and materials a major factor in allowing them to personalize instruction.

"The new equipment," as the New Hampshire State Industrial School at Manchester reported, "has been the key to a new desire to teach effectively on the part of the staff and this attitude has resulted in a more motivated student. The value of the new Title I equipment cannot be overstressed."

Other institutions agreed. "Equipment and materials, not heretofore available," commented the North Carolina Board of Correction, "have made it possible for teachers to make the classroom instruction more interesting and effective through the preparation of teacher-made materials. As a result

of the project during the summer, teachers were introduced to and became aware of new and better ways of dealing with reading problems. This project stimulated creativity on the part of our teachers not previously observed."

The Briscoe Memorial School at Kent, Wash., established a reading laboratory to meet the specific needs of students in communication skills. The program provided students with taped material, controlled reading, and individual work booths. "With these facilities," the school reported, "the teacher is able to provide individual instruction for the students plus giving them the opportunity to operate equipment and chart their own progress in reading. The boys benefit and enjoy operating the equipment themselves. Ordinarily," they continued, "some students would pay little attention to instruction during a lesson. With the tape and earphones they seemed to think the instruction was just for them. These boys need to participate and feel important; the taped lessons are accomplishing this for some."

At the Wyoming Industrial Institute at Worland, a 1-month intensive reading program was conducted by a reading specialist. Small informal classes allowed maximum individual attention to pupil needs. According to the Institute, "The equipment that was purchased was adaptable to individual needs for controlling or encouraging proper eye movements, increasing comprehension and speed, and revealing improvement and progress to the pupil. . . . High-interest, but low-difficulty, materials in such subjects as vocational opportunities, personal finance management, health and safety, and sports were developed as a classroom library. . . . As pupils' skills improved, reading became a success experience rather than a chore.

Utilizing machines and devices assisted motivation . . . by providing a new format for reading and opportunities for visualizing accomplishment."

New Staff and Staffing Patterns

But none of these changes--smaller classes, one to one learning, programed instruction, independent study--could have occurred had it not been for staffing arrangements made possible by Title I. This one factor, most institutions agreed, made the crucial difference between reaching or not reaching the children on a personal basis.

Iowa's comments reflect statements made by many of the State and local directors: "Whenever instruction is approached on an individualized basis, geared to individual needs, there is little reason for not achieving success if the teachers involved possess the desire and motivation to work with problem children."

Local agencies in Ohio, realizing the importance of a qualified staff, spent 62 percent of their funds on staff expansion, extended-duty time of current staff, and inservice training.

Teacher Training

All but a few of the State and local programs cited teacher training as a major activity.

The New Mexico report focused on improvement of the "cultural background of educationally disadvantaged or neglected and delinquent children; general orientation to Title I programs and neglected and delinquent programs; and

measurement, evaluation, and reporting."

Training programs involved all types of staff from aides to administrators, and training was conducted by a variety of professionals ranging from university professors to program directors.

Inservice training for our regular teaching faculty was successful from a number of viewpoints in New Hampshire. "The training involved two weekend sessions at the University of New Hampshire. These gave our teachers a new sense of professionalism and reintroduced them to the academic community."

At the Boys Training Center in South Portland, Maine, an additional hour was added to each professional's work day. This hour enabled teams of professionals to establish plans for the coming day, evaluate progress, prepare anecdotal records, record material and equipment needs, assemble curriculum content, note any motivational devices or approaches that seemed to work, confer with the curriculum coordinator, or participate in any program he may have arranged.

Each teacher in Arkansas State institutions at Pine Bluff, Wrightsville, Alexander, and Fargo took 1 week of workshop training prior to the opening of summer school. Pennsylvania provided a two-credit course in "Methods in Vocational Education" for 23 tradesmen-instructors at the State University. The course is part of a program leading to certification by the Pennsylvania Department of Public Instruction.

In California inservice training was conducted by institutional administrators, project coordinators, county consultants, social workers,

and college professors for 187 teachers, 23 other professionals, and 111 paraprofessionals.

The Minnesota State Training School for Boys used a "T Group" in which a number of persons representing various disciplines met regularly in group dynamics sessions. These participants were then made available to train staff members in other correctional institutions. According to their report, "A wide variety of professional workers now feel that they have a reason to cooperate." They explained how a new atmosphere was created through a principal's participation in the "T Group" program. "A baker learned that while he could have the kids coming to him for 'K.P.', he could also treat them as in a teacher-learner situation in which the child tapped his skills as a baker." The baker demonstrated that he "really cared" and that he could reach and motivate children. These qualities and skills were recognized by the institution's administrators and the baker also was employed as an instructor through vocational education funds.

Additional Qualified Staff

Besides increasing the proficiency of existing staff through intensive teacher training programs, State and local institutions were successful in obtaining new personnel for their neglected and delinquent programs. Examples of this include:

- Two full-time supervisors in a local school system were hired by a West Virginia State institution to plan and coordinate all aspects of its program. Two students from State colleges acted as counselors and tutors--their pay coming from the college work-study program. Five additional high school graduates

served as assistant counselors and tutors.

° The Illinois Industrial School for Boys at Sheridan employed a vocational instructor who assisted in the preparation of a manual on welding procedures. The booklet, written in a sequential manner, used non-technical language.

° "Exceptionally able teachers were obtained this summer," according to the report from Kentucky. This State hired two teachers, both with master's degrees in special education and specifically in remedial reading. This enabled them to work with small groups of children and in some instances with individual children.

° The Industrial School for Boys at Shirley, Mass., hired "highly skilled and motivated" teachers, enabling them to sponsor a successful arts and crafts program, a drama workshop in which participants wrote, produced, provided the scenery, and acted out roles. Also, a music appreciation course was conducted which "gradually elicited enthusiasm from relatively 'anti-music minded' youngsters [who] produced a choral group. . . [for] a musical comedy production."

° Topeka, Kans., public schools provided a recreational therapist in one school for neglected and delinquent children. The therapist enrolled children in the city playground activities, giving them a chance to become acquainted with other youngsters outside the school. He also took some of the children to a municipal day camp at a nearby lake where they took part in camp activities.

° Two institutions in Pennsylvania engaged persons skilled in psychodynamics and in working with children who have problems in communicative skills.

° Seven experienced and "fully qualified" instructors were employed by the Maine Boys' Training Center at Portland in the following areas: Reading, mathematics, social studies, language arts, science, special education, and upper elementary education. According to the report, "These teachers along with permanent staff united in a 'subject team' approach within the existing school structure for an 8-week summer program."

A curriculum coordinator was hired to serve as the liaison person between the subject area teams and the school administration and to supervise the overall project. He was also responsible for the formulation of evaluation procedures.

- Vigo County School Corporation in Terre Haute, Ind., reported the outstanding feature of its programs for neglected children was the fact that the programs were staffed with certified public school personnel. "These persons," they stated, "brought 'new approaches' as well as 'new faces' to the children. . . ."

- Neglected children attending a public school Title I program in Thomasville, N.C., participated in programs in etiquette, dress, cosmetology, and conduct. Consultants were brought in from the community. "Individual personal tastes, ability, and talents were explored, and efforts were made to encourage them in developing skills."

Teacher and Clerical Aides

The employment of teacher and clerical aides was another important factor that allowed institutions to individualize instruction for their students. Aides, working side by side with teachers, assumed many of the routine responsibilities of the classroom, allowing the instructor to concentrate more attention on individual youngsters. In many programs, aides assumed even larger responsibilities. Many State and local reports also cited similar contributions made to their programs by community volunteers.

Georgia institutions praised teacher aides for their roles in conducting field trips, giving them full credit for allowing the youngsters to "catch up on experiences which had been denied to them. . .thereby increasing [their] understanding and readiness to learn."

California State institutions used a total of 36 teacher aides--13 of which were high school students, 9 college students, and 14 housewives. These assistants worked on a half-time basis correcting papers, listening to students read, and assisting in physical education, counseling, and extra-curricular activities.

Local professional men in Dallas, Tex., volunteered their services to the Buckner's Baptist Children's Home so that youngsters could participate in such hobbies as photography, woodworking, and block printing. "The intent of the activity was to help students develop an interest in areas which could at present be a hobby but later develop into a vocation if the student so desired."

A New Atmosphere of Experimentation

The Lodi Board of Education in New Jersey--and many other local districts--considered their programs "an opportunity for teachers to implement new pedagogical and remedial techniques due to small class size, individualized instruction, and widely diversified materials."

Through this more personalized approach to teaching neglected and delinquent children, teachers know their students better. As a result, they are better able to seek new approaches that will help meet the students' specific needs.

Diagnostic testing, now widely used by institutions for the neglected and delinquent, adds to the teacher's knowledge of each child's needs, and teacher-developed tests accurately chart the day-to-day problems and

accomplishments of individual youngsters.

Individual Attention Through Testing and Counseling

Increased guidance and counseling services and psychological and psychiatric attention have helped the classroom instructor understanding how to work with different personalities, different aptitudes, and the distinctly different needs of each youngsters.

Wayside School for Girls in Valley Stream, N.Y., is one of many local schools which implemented new testing, psychological, psychiatric, and general guidance services with Title I funds. This institution cited the addition of a school psychologist who "gave batteries of tests leading toward further insights into personality, and. . .employed these findings in terms of individual counseling discussions centered around educational and vocational strengths and weaknesses." Group counseling was conducted by a psychiatric social worker who also trained the regular staff in group counseling techniques.

According to the Texas Education Agency, "testing results led to better assessment of needs and consequently to more accurate educational placement of the pupil. Counseling and psychiatric services were characterized as exceedingly important for the institutionalized child in helping him realize the full benefits of the school as well as in the ultimate goal of accepting himself and returning to society."

Arrangements were made in Pennsylvania with the State Department of Labor and Industry for the use of vocational rehabilitation staff counselors.

Interviews then were conducted with 334 youngsters on the basis of the Pictorial Inventory and Occupational Inventory Test. The State Bureau of Employment Security released for use by the Pennsylvania Bureau of Correction its General Aptitude Test Battery. In addition, electronic diagnostic equipment was employed at several State institutions.

In the summer program at the Connecticut Junior Republic in Litchfield, a clinical psychologist, an ungraded classroom teacher, and a reading specialist tested students to determine their learning disabilities. Following testing, the boys were regrouped into three classes organized to improve the reading, organizational, visual, and motor-auditory skills of the participants.

A number of States reported using teacher-developed tests. Here is a sample of their responses:

> For further evaluation of growth in reading skills, the teacher gained information through the use of teacher-made tests. In regard to the success of the teacher-made tests, they showed the individual child's achievement and to what extent the child needed remedial work in specific skills of learning.--North Carolina

> Teacher-made tests serve better to measure success than standardized tests because they are designed around the material covered during the project.--Wyoming

> A very high percentage of our students are Spanish-speaking and the normal standardized tests do not account or give credit for the severe language problem that exists. . . . These factors. . .are responsible for the desirability of using teacher-made tests instead of standardized tests.--New Mexico

Diversity of Programs

The teachers' freedom to experiment in the classroom has been matched during the first year by administrators' and planners' willingness to try new approaches. Among the hundreds of new ideas that have been put into effect successfully are the following:

Bibliotherapy--Green Hill School in Chehalis, Wash., used modern novels to mold the thinking of delinquent boys in grades 10 through 12. Through the study of literary characterizations and situations, the students gained insight into the cause and effects of human behavior and developed an appreciation for literature and expression seldom attained in traditional classes. There was also a "long overdue recognition on the part of the teacher and students of the necessity of an accent on the almost forgotten art of oral English. . . ."

Pennsylvania's State institution in Philadelphia also experimented with the bibliotherapeutic approach to learning. Materials were developed to train professional staff in the use of the techniques, and psychologists and psychiatrists conducted training sessions. Following completion of one phase of the project the institution reported a "marked reduction in the incidence of runaways during this period (10 weeks). . ."

Nursery School Aide--Groups of 10 in the Girls Vocational School in Helena, Mont., received training as nursery aides to work in local Head Start programs. This project gave the girls a chance to make up for the reading experiences they missed as small children without making them feel inferior.

While learning to teach others, they themselves learned.

Students were taught to work with kindergartners in various preschool activities such as games, basic rhythm dances, and art. Classes toured the Head Start centers in the area, wrote lesson plans, and a number of girls were assigned to help in the classes. The institution reported that the program is "one of the few vocational courses for girls that can be coordinated with reading, both because it affords ample opportunity to teach reading and prereading skills, and because it is a vocational course in which girls of low reading ability can perform well. The skills learned," they concluded, "should be of use to any girl who becomes a mother, a baby sitter, Sunday School teacher, nursery school teacher, or playground director."

Team Teaching--Three teachers were assigned to eight students in a team-teaching approach to mathematics and social studies at the State Industrial School at Fort Grant, Ariz. As a result of the project, the school reported that students in mathematics were brought from a fourth-grade level to approximately the seventh grade. In overall assessment, evaluators reported an "80 percent improvement in achievement level. For approximately 95 percent of the students involved, there was a very definite improvement in attitude regarding the program and a reduction in behavior disorders."

Student Conditioning--Classes at the Wisconsin School for Girls at Oregon differed from traditional classes in that (1) individual study booths were used; (2) student time was spent in individual silent work and independent study; (3) programed instruction was incorporated and assignments

were individually oriented to the level of each student; and (4)"concrete enforcements" were utilized and students could "cash" points made in class for candy, gum, etc., or save for larger rewards such as off-ground trips to a movie.

Library Programs--Funds available through Title I enabled numerous State and local institutions to revamp and improve their library programs and services. A program of story-telling and creative dramatics was instituted at the Luther Child Center in Everett, Wash., and youngsters could, on a voluntary basis, read to themselves or to a group. Puppets were used to help express the ideas and emotions portrayed in the stories. Later in the program, the boys gave original plays with puppets they had made themselves. In addition, a committee of boys was organized to catalog books and encourage their use by other students. Each member of the committee assumed the role of a "junior librarian."

The Janie Porter Barrett School for Girls, Hanover, Va., stocked its library with new books and equipment and started new services and activities for students. A librarian and an aide were hired, and the library was kept open longer each day, providing an opportunity for more individual work by students.

The technical-vocational training program at Camp Hill, Pa., turned its library into a rudimentary instructional materials center, making occupational information and materials available to students and teachers. The LaSalle School in Albany, N.Y., with the aid of the Albany City school district, started a paperback library which, according to the reports, "significantly increased the number of books ordinarily read by the boys during the summer."

TITLE I ESEA IN INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

Number of institutions and children eligible and participating, and Title I funds allocated and expended, by type of institutions:

Fiscal Year 1967

Type of institution	Institutions		Children		Funds	
	Eligible	Participating 1/	Eligible	Participating 1/	Allocated	Expended 1/
Total - all institutions	1,197	1,135	105,403	105,403	$14,044,636	$13,276,087
Total - State agencies	196	196	40,653	40,653	2,262,153	1,964,903
Institutions for delinquent children	175	175	36,247	36,247	2,037,344	1,759,809
Institutions for neglected children	21	21	4,406	4,406	224,809	205,094
Total - local educational agencies	1,001	939	64,750	64,750	11,782,483	11,311,184
Institutions for delinquent children	172	172	11,715	11,715	2,077,931	1,994,814
Institutions for neglected children	829	767	53,035	53,035	9,704,552	9,316,370

1/ Estimated

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